

Second Grade
Fine Arts, Health, Physical Education, Science, and Social Studies

Standard 1: Students will develop a sense of self.

Objective 1: Describe and adopt behaviors for health and safety.

- a. Explain the importance of balance in a diet.
- b. Distinguish communicable from noncommunicable diseases (e.g., chicken pox, common cold, flu; asthma, cancer, diabetes).
- c. Relate behaviors that can help prevent disease (e.g., hand washing, good nutrition, fitness, universal precautions).
- d. Identify the harmful effects of tobacco on self and others (e.g., death, heart and lung disease, shortness of breath).
- e. Adopt basic safety habits (e.g., wear a seatbelt, practice bicycle safety, find adult help in an emergency).

Objective 2: Develop and apply skills in fine and gross motor movement.

- a. Participate daily in sustained periods of physical activity that requires exertion (e.g., one to five* minutes of walking, jogging, jump roping).
- b. Perform fundamental locomotor and nonlocomotor skills in movement sequences and game applications (e.g., walk-hop-skip, run-stretch-skate, run-hop-lay up).
- c. Perform manipulative skills exhibiting a majority of correct technique components (e.g., soccer kick: eyes on ball, step with foot opposite to kicking foot, contact ball with inside of foot, follow through).
- d. Identify components of physical fitness (i.e., strength, endurance, flexibility) and corresponding activities.
- e. Create and perform unique dance movements and sequences that expand physical skills while demonstrating personal and spatial awareness.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

- a. Express personal experiences and imagination through dance, storytelling, music, and visual art.
- b. Create, with improving accuracy, works of art depicting depth (e.g., close objects large, distant objects small) using secondary and tertiary colors.
- c. Develop ability to sing in tune with relaxed strength and clarity.
- d. Develop consistency in rhythmic accuracy of body percussion and instrument playing.

* Some students may not be able to sustain activity for one minute due to various medical concerns.

Standard 2: Students will develop a sense of self in relation to families and community.

Objective 1: Describe behaviors that influence relationships with family and friends.

- a. Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect).
- b. Identify benefits of cooperating and sharing.
- c. Explain how families and communities change over time.
- d. Recognize how choices and consequences affect self, peers, and family.
- e. Identify behaviors that might create conflict situations and ways to resolve them.

Objective 2: Examine important aspects of the community and culture that strengthen relationships.

- a. Explain why families, schools, and communities have rules.
- b. Compare rural, suburban, and urban communities.
- c. Relate goods and services to resources within the community.
- d. Participate in activities that promote public good (e.g., respect cultural and ethnic differences, identify community needs) and recite the Pledge of Allegiance.
- e. Recognize the positive and negative impact of media.

Objective 3: Express relationships in a variety of ways.

- a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop an acting ability to relate to characters' thoughts and feelings (e.g., needs, hopes, frustrations, fears) in stories and plays.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

Standard 3: Students will develop an understanding of their environment.

Objective 1: Investigate relationships between plants and animals and how living things change during their lives.

- a. Observe and describe relationships between plants and animals.
- b. Describe the life cycle of local plants and animals using diagrams and pictures.
- c. Create pictures and stories about real animals and compare them to make-believe stories about animals.

Objective 2: Observe and describe weather.

- a. Observe and describe patterns of change in weather.
- b. Measure, record, graph, and report changes in local weather.
- c. Describe how weather affects people and animals.
- d. Draw pictures and create dances and sounds that represent weather features (e.g., clouds, storms, snowfall).

Objective 3: Investigate the properties and uses of rocks.

- a. Describe rocks in terms of the parts that make up the rocks.
- b. Sort rocks based upon color, hardness, texture, layering, and particle size.
- c. Identify how the properties of rocks determine how people use them.
- d. Create artworks using rocks and rock products.

Objective 4: Demonstrate how symbols and models are used to represent features of the environment.

- a. Identify and use information on a map or globe (i.e., map key or legend, compass rose, physical features, continents, oceans).
- b. Use an atlas and globe to locate information.
- c. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean).